



Thinking Skill: Verbal sequences

Content Objective: *Students will use a flowchart to confirm their understanding of a concept or process.*

step 1

Think through and/or write down your own thoughts before you listen to other people's ideas? It allows students to reflect on and record their ideas before other comment, which may alter or modify their thoughts.

step 2

Try out your ideas with a partner before you discuss them in class? Rehearsing your answer helps you see its strong points more clearly. You clarify ideas so that you can express them better. You have an opportunity to change any part of your answer that seems inappropriate. Listening to how you explain your thoughts helps you clarify them.

step 3

Listen carefully to a partner's explanation?
You may learn new versions that may allow you to understand the subject differently .

step 4

Switch roles.
Both individuals gain from this experience and bring capabilities and insights to it.

step 5

Use the thoughts, resulting from the Think/Pair/Share activity, immediately in class discussion/and or assignments? Application confirms the value of the thinking and the effectiveness of the technique. While students are still clear and enthusiastic about their ideas, it is important to put them to practical use.

RESULT: *Discussing an idea or process with a partner clarifies or corrects it.*

“Brain Compatible? 4Check It Out!”	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions